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AUTHOR Rose, Mike
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ABSTRACT

Designed to identify students with writer's block, this measure is an attitude questionnaire of 24 items separated into five subscales: blocking, lateness, premature editing, strategies for complexity, and attitudes. If teachers or researchers wish simply to identify blockers, they can administer only the items within the behavioral subscales--blocking and lateness. If further cognitive diagnosis is desired, then the items in the cognitive/behavioral and cognitive/attitudinal subscales can also be administered. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (senior high through postsecondary and adult), purpose, and physical characteristics.) (KTH)

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ED236652

Questionnaire for Identifying Writer's Block
(QIWB).

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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CS207927

Category: Writing

Title: Questionnaire for Identifying Writer's Block (QIWB)

Author: Mike Rose

Age Range: Senior High and Post Secondary-Adult

Description of Instrument:

Purpose: To identify students with writer's block.

Date of Construction: 1981

Physical Description: QIWB is an attitude questionnaire of 24 items separated into 5 subscales: Blocking (Items 7, 9, 12, 16, 17, 22, 24) Lateness (4, 14) Premature Editing (3, 8, 18) Strategies for Complexity (5, 11, 15, 19, 23) and Attitudes (1, 2, 6, 10, 13, 20, 21). If a teacher or researcher wishes simply to identify blockers, he or she can administer only the items within the behavioral subscales, Blocking and Lateness. If further, cognitive, diagnosis is desired, then the items in the cognitive/behavioral and cognitive/attitudinal subscales can also be administered.

Validity, Reliability, and Normative Data:

An assumption of QIWB is that writer's block is not solely an emotional response to fear of evaluation or self-revelation but instead reflects at least partly cognitive difficulties, such as a lack of strategies for composing complex discourse or a tendency to edit inappropriately early in the composing process.

Reliability coefficients for the five subscales ranged from .72 to .87 with a median coefficient of.84.

Since the study's conceptualization of writer's block posited that Lateness, Premature Editing, Strategies for Complexity, and Attitudes share a positive relation to Blocking, but measure different aspects and manifestations of it, a pattern of moderate correlations should have emerged among subscales. This pattern resulted: correlations ranged from .37 to .59 with a median correlation of 40.5.

Given the study's conceptualization of writer's block, some percentage of response variance on the Blocking subscale (the primary behavioral indicator or writer's block) should be predicted from each of the other subscales. A regression analysis demonstrated that the subscales Lateness, Premature Editing, Stragegies for Complexity, and Attitudes predicted 52% of the variance in Blocking response.

One test of validity was conducted by comparing the questionnaire responses of an (admittedly small) subsample of ten chosen for the study's stimulated recall investigation with that subsample's subsequent comments and behaviors during stimulated recall interviews (see Rose, 1981). These students' comments and behaviors almost uniformly supported earlier questionnaire responses. In the handful of instances where comments and behaviors seemed to contradict earlier responses, further investigation removed or explained the contradiction.

Related Documents:

Rose, Mike. "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitive Analysis of Writer's Block." College Composition and Communication, 1980, v. 31, pp. 389-401. EJ #240 357

Rose, Mike. The Cognitive Dimension of Writer's Block: An Examination of University Students. Unpublished Doctoral Dissertation, UCLA, 1981.

Rose, Mike. Writer's Block: The Cognitive Dimension. Carbondale, Illinois: Southern Illinois University Press, 1984.

"Questionnaire for Identifying Writer's Block (QIWB)"

QUESTIONNAIRE

Below are 24 statements about what people do or how they feel when they write. Under each is a five point scale describing degrees of agreement or disagreement with the statement. We would like you to fill in the dot under the degree of agreement or disagreement that best describes your own writing behavior. For example, if the statement reads:

Like Hemingway, I write standing up.

and if you rarely or never write standing up, you should respond in the following way:

THIS DESCRIBES WHAT I DO OR HOW I FEEL:	ALMOST ALWAYS (90 to 100% OF THE TIME)	OFTEN (75% OF THE TIME)	SOMETIMES (50% OF THE TIME)	OCCASIONALLY (25% OF THE TIME)	ALMOST NEVER (0 to 10% OF THE TIME)
	o	o	o	o	•

If another statement reads:

I write with #2 pencils.

and if you sometimes do (that is, not always and not rarely but about half the time) you should respond

THIS DESCRIBES WHAT I DO OR HOW I FEEL:	ALMOST ALWAYS (90% to 100% OF THE TIME)	OFTEN (75% OF THE TIME)	SOMETIMES (50% OF THE TIME)	OCCASIONALLY (25% OF THE TIME)	ALMOST NEVER (0 to 10% OF THE TIME)
	o	o	•	o	o

This questionnaire requires that you reflect on your writing behavior. Some items will be easy to answer, but others might be a little difficult because you'll have to analyze what you do by habit. It would probably be best to recall exactly what you did when you wrote a recent paper. This way you can report what you actually do, not what you wish you could do. Obviously, you will not be graded on this. Therefore, you can feel free to candidly report what you do and feel when you write. Again, don't report what you would like to do and feel but what you actually do and feel. For that fact, as you work through the questionnaire you might realize that an earlier response wasn't right. If that happens, it is OK to go back and change your answer to make it more accurate.

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1) Even though it is difficult at times, I enjoy writing.

THIS DESCRIBES WHAT I DO OR HOW I FEEL:	ALMOST ALWAYS (90 to 100% OF THE TIME)	OFTEN (75% OF THE TIME)	SOMETIMES (50% OF THE TIME)	OCCASIONALLY 25% OF THE TIME)	ALMOST NEVER (0 to 10% OF THE TIME)
	o	o	o	o	o

2) I've seen some really good writing, and my writing doesn't match up to it.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

3) My first paragraph has to be perfect before I'll go on.

THIS DESCRIBES WHAT I DO OR HOW I FEEL:	ALMOST ALWAYS (90 to 100% OF THE TIME)	OFTEN (75% OF THE TIME	SOMETIMES (50% OF THE TIME)	OCCASIONALLY (25% OF THE TIME)	ALMOST NEVER (0 to 10% OF THE TIME)
	o	o	o	o	o

4) I have to hand in assignments late because I can't get the words down on paper.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

5) It is hard for me to write on topics that could be written about from a number of angles.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

6) I like having the opportunity to express my ideas in writing.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

7) There are times when I sit at my desk for hours, unable to write a thing.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

8) I'll wait until I've found just the right phrase.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

9) While writing a paper, I'll hit places that keep me stuck for an hour or more.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

10) My teachers are familiar with so much good writing that my writing must look bad by comparison.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

11) I have trouble figuring out how to write on issues that have many interpretations.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

12) There are times when it takes me over two hours to write my first paragraph.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

13) I think my writing is good.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

14) I run over deadlines because I get stuck while trying to write my papers.

THIS DESCRIBES WHAT I DO OR HOW I FEEL:	ALMOST ALWAYS (90 to 100% OF THE TIME)	OFTEN (75% OF THE TIME)	SOMETIMES (50% OF THE TIME)	OCCASIONALLY (25% OF THE TIME)	ALMOST NEVER (0 to 10% OF THE TIME)
	o	o	o	o	o

15) There are times when I'm not sure how to organize all the information I've gathered for a paper.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

16) I find myself writing a sentence then erasing it, trying another sentence, then scratching it out. I might do this for some time.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

17) It is awfully hard for me to get started on a paper.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

18) Each sentence I write has to be just right before I'll go on to the next sentence.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

19) I find it difficult to write essays on books and articles that are very complex.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

20) I think of my instructors reacting to my writing in a positive way.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

21) Writing is a very unpleasant experience for me.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

22) There are times when I find it hard to write what I mean.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

23) I have trouble with writing assignments that ask me to compare and contrast or analyze.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o

24) Some people experience periods when, no matter how hard they try, they can produce little, if any, writing. When these periods last for a considerable amount of time. we say the person has a writing block. Estimate how often you experience writer's block.

ALMOST ALWAYS	OFTEN	SOMETIMES	OCCASIONALLY	ALMOST NEVER
o	o	o	o	o